INFLUENCE OF PHYSICAL FITNESS AND PSYCHOLOGICAL FACTORS ON THE PERFORMANCE OF COLLEGIATE MEN FOOTBALL PLAYERS OF GULBARGA UNIVERSITY

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INTRODUCTION:

Initially most of the research work in physical education and sport was carried out in science - related sub disciplines like exercise physiology, bio-mechanics, nutrition, physical fitness and anthropometry. Researchers in these fields were of the opinion that factors present in these areas were chiefly responsible for performance of a sportsman in competitive sport. As regards the role of socio-psychological factors in sport performance it was comparatively overlooked and under emphasized.

The role of social factors like group cohesiveness, audience, leadership, attitude and values, family dynamics, intra-team relations, socio-economic factors, and psychological factors like personality aggression, anxiety, achievement, motivation, self confidence, stress etc. have been investigated by various researchers for their possible contribution in sport performance.

It is critically important that those studying the psychological concepts as they apply to the area of physical education and coaching be carefully attentive to the fact that social and cultural forces are operating constantly and a meticulous understanding of these is absolutely necessary in any attempt to unravel many factors causing and revealing behavior and its changes in sports setting.

Several scholars have laid major emphasis on explaining the fundamental causes of human behavior. It has been proved that human behavior is always motivated goal-directed and integrated, thus the changes in the behavior of individuals are attributed to certain forces internal or external, which drive the individual towards some kind of activity or performance. It is true that an optimal level of motivation is required for

better performance. High level of motivation leads to involvement in the activity; understanding the reason for participation will enhance levels of performance. For effective use of motivation one should consider the nature of activity and the nature of the learner.

The influence of motivation on the achievement of sportsman has a rich research tradition that provides insights. Application of sports competition is the most common achievement situation in sport, but achievement also occurs in non-competitive situations when individuals compare their performance to personal standards. For ex: a runner might set time goal for gaining runs or a tennis player might set the goal of getting 80% of the first serves. The motivation, as an aspect of human psychology determines a person's effort, persistence and success in his field. Not only do motives of sports activity activate a person to work hard but also attribute a subjective personal meaning to his pursuit. Athletes while load with the same intensity, are controlled differently. This is because the differences in the motivation make them dissimilar in perceiving the significance of their work.

Motivation means organic state, which prompts a man to an action. Motivation plays a major role in the all round development of a sports person. Sports activities have a higher degree of motivation. In other words through games we can motivate people for better understanding of different aspects of life. Motive is an internal factor that interferes with man's behavior. It is a process of getting the needs of the people realized with a view to induce them to work for the accomplishment of the task. Motivation thus is a process by which an individual is inspired or activated to do a particular activity. It is defined as the tendency for the direction and selectivity of

behavior to be controlled by the conditions to consequences and the tendency of this behavior to persist until a goal is reached (Kamlesh, 1983).

Motivation has also been explained with references to physiological needs which motivate the behavior of individuals. In the beginning man is dominated by physiological needs or drives for each and every activity that he carries out in the course of social interactions. But gradually he acquired the other drives which certainly are dependent upon the fulfillment of the basic physiological needs. This indicates that man in his life crosses over the hierarchy of needs, in which one level of need is dependent upon its preceding level in the hierarchy. Thus every human activity is invariably either driven or reinforced by certain other conditions, which obviously constitute the motive force.

The individuals or groups are needed to be motivated in any activity, whether it is work, study or sports. Without proper motivation no individual would strive to respond to the stimuli and adapt himself to a novel situation, Physiological maturity and psychological preparedness are two pre-requisites for any kind of performance. Motivation, indeed, is the reinforcer of any action. Other factors being equal, a better-motivated person is bound to achieve greater success than the one who has not been properly motivated. Further, a motivated person would appear to be more enthusiastic, more lively and over brimming with spirit than the one without motivation. As Butt (1976) asserts, the difference in the performance of two competing individuals lies in the extent to which each one has been motivated.

Hence the motivation brings about effective and needed changes in the behavior of individuals at any stage. The Psychological concept of motivation has been used to explain the performance of individual in various contexts wherein a lot of competition

is involved. In such circumstances, it is intrinsic motivation that facilitates individuals to excel others in various kinds of competitive performance.

A sport is a highly specialized activity. The participation in sports warrants a fundamental desire to compete and surpass others in performance, since any sports activity involves competition. However, winning in a competition surely depends on performance. Better the performance, greater the chance of winning. Nevertheless, the quality of performance displayed by the athletes in competitive events is determined by the achievement motivation involved. Because, it is found to be a strong predictor of any competitive sports (Dortothy, 1978).

It has been proved by psychologist and educationist that intrinsic motivation is valuable and effective, as it brings about more desirable and lasting modifications in the behavior of individuals. On the other, the extrinsic motivation which is considered as a reinforcer proves more helpful among children than adults. Ultimately, it is the motive to achieve that plays a major role in the given task.

The impacts of motivational devices are not equal on all the individuals. It has been observed that a particular motivational method activates a poor child to take more interest in the activity, whereas the same technique may not produce the same effects on the children of affluent families. Further, the performance of the children of high socio-economic status is comparatively higher than that of the students of low socio-economic status. The performance of children is certainly influenced by the living condition of their life. This marks the difference in the levels of performance of individuals.

The sports performance can also be increased due to other factors like self-confidence and locus of control, in addition to achievement motivation and better living

conditions. A sportsman with high level of confidence may display prominent increments in his performance. Similarly, an athlete with internal locus of control may achieve greater success in his performance. Thus sports performance can be a combined effect of all such factors. However, there is paucity of research where in the factors like achievement motivation, SES, self-confidence and locus of control are studied in relation to different motor components of sports' performance.

Achievement motivation

Motivation is an internal energy force that determines all aspects of our behavior; it also impacts on how we think, feel and interact with others. In sport, high motivation is widely accepted as an essential prerequisite in getting athletes to fulfill their potential.

Achievement motivation remains a central issue within sport psychology as researchers continue to examine an individual's choice, effort, and persistence related to physical activity participation. Much research con- ducted in the area of achievement motivation has been based on Nicholls's (1984, 1989) goal perspective theory. This theoretical perspective states that individuals strive to display high ability and to avoid demonstrating low ability. In addition, definitions of success and failure are based on two goal orientations. A task goal orientation is characterized by self-referenced perceptions of competence and emphasizes effort, task mastery, and performance improvement. An ego orientation includes norm-reference d perceptions of competence and an emphasis on winning and positive social comparison with others.

Many researchers in sport psychology have examined the characteristics and

beliefs regarding individuals' task and ego goals in the sport set- ting (e.g., Duda, 1989; Lewthwaite, 1990; Lochbaum & Roberts, 1993; Vealey & Campbell, 1988).

Duda (1989) found that task-oriented individuals perceived that sport should enhance self-esteem, effort, cooperation, and citizenship. Conversely, ego-oriented participants identified relationships between sport and self-esteem and social status. Other investigators have examined goal orientations within academics and sport (Duda & Nicholls, 1992), and from a gender (e.g., Duda, 1988) and cross-cultural perspective (e.g., Hayashi, 1996). Hayashi's (1996) study revealed that weight training participants belonging to Hawaiian and Anglo-American cultures defined positive experiences in physical activity through an inter- dependent perspective as well as through typical task and ego goal orientations. Specifically, these individuals described positive experiences in sport as when they were connected to others, conformed to group norms, and possessed a commitment to others. In sum, Hayashi's (1996) findings suggested the presence of an additional social goal orientation in sport.

Urdan and Maehr (1995) have recently resurrected Maehr and Nicholls' (1980) original conceptualization of achievement motivation and have encouraged the inclusion of socially-oriented goals. Specifically, Urdan and Maehr (1995) defined social goals as "the perceived social purposes of achievement or failure" (p. 213). Social purposes are characterized by the gaining of the approval of others and bringing honor to one's in-group (e.g., family, community).

The sport setting provides achievement situations that are impacted by numerous social contextual factors. Athletes are involved in a complex blend of

social interactions and relationships with teammates, coaches, referees or judges, and spectators.

Although it appears that the sport environment could promote the adoption of social goals as defined by Urdan and Maehr (1995), and would provide an ample setting for examining multiple goal perspectives, research examining social goals in the sport setting has been lacking.

How motivation functions in achievement setting is an important question for parents, teachers, coaches, and sports scientists alike. It is not surprising, then, that a common goal in social psychology and sports psychology is to develop knowledge to the extent that motivation can be optimized for all individuals facing achievement tasks. If this goal is achieved and equality of motivations and achievement striving is obtained, each individual will have the opportunity of reaching his or her athletic potential. Although it could never be said with certainly that an individual was fully developing this potential, those occasions when development was definitely halted could be recognized.

Within sports psychology, motivation is of central importance as research attempt to understand and explain human behavior within the realm of physical activity via participation and discontinuation motives, intrinsic and extrinsic orientation and achievement goals. Motivation sustains life; it acts as a catalyst for our growth and development from a mere zygote state to adult stage. It inspires and empowers us to accomplish and achieve incredible thins. It is a directing agent for our actions that aim at something higher, better and greater. All life-activity can be explained on the basis of motivation that we exhibit in greater or lesser

degree in one situation or the other, and for one thing or the other. No two individual are alike in everything that goes to construct personality. This is very well explains the individual differences that exist among people to do or achieve things in life.

Achievement motivation remains a central issue within sport psychology as researcher continue to examine an individual's choice, effort, and persistence related to physical activity participation. Much research conducted in the area of achievement motivation has been based on Nicholls's (1984, 1989) goal perspective theory. The theoretical perspective states that individuals strive to display high ability and to avoid demonstrating low ability. In addition, definition of success and failure are based on two goal orientation. A task goal orientation is characterized by self-referenced perception of competence and emphasizes effort, task mastery, and performance improvement. An ego orientation includes norm-referenced perception of competence and an emphasis on winning and positive social comparison with others. Several factors influence the selection of the specific sports participation of the current study.

Self confidence

Self-confidence is considered one of the most influential motivators and regulators of behavior in people's everyday lives (Bandura, 1986). A growing body of evidence suggests that one's perception of ability or self-confidence is the central mediating construct of achievement strivings (e.g., Bandura, 1977; Ericsson et al., 1993; Harter, 1978; Kuhl, 1992; Nicholls, 1984). Ericsson and his colleagues have taken the

position that the major influence in the acquisition of expert performance is the confidence and motivation to persist in deliberate practice for a minimum of 10 years.

Self-confidence is not a motivational perspective by itself. It is a judgment about capabilities for accomplishment of some goal, and, therefore, must be considered within a broader conceptualization of motivation that provides the goal context. Kanfer (1990) provides an example of one cognitively based framework of motivation for such a discussion. She suggests that motivation is composed of two components: goal choice and self-regulation. Self-regulation, in turn, consists of three related sets of activities: self-monitoring, self-evaluation, and self-reactions. Self-monitoring provides information about current performance, which is then evaluated by comparing that performance with one's goal. The comparison between performance and goal results in two distinct types of self-reactions: self-satisfaction or -dissatisfaction and self-confidence expectations.

Satisfaction or dissatisfaction is an affective response to past actions; self-confidence expectations are judgments about one's future capabilities to attain one's goal. This framework allows a discussion of self-confidence as it relates to a number of motivational processes, including setting goals and causal attributions.

Despite recognising the importance of confidence for sporting success, research in to the precursors, predictors and development of sports confidence is only beginning to seek further understanding that provides practical implications for designing and delivering effective confidence interventions to athletes (Vealey, 2001). To date, most study has examined sports-confidence used in a pre-competition or competition setting, with little evidence to show a correlation between confidence in practice and performance outcomes. However, recent research supporting the salience of 'robust'

sports confidence in elite (Olympic & World champion) athletes offers advocacy for the incorporation of holistic sports confidence interventions in to regular training regimes. Thus instilling sports confidence of a stable nature, to withstand the fluctuations in and fragility of confidence associated with competition (Kingston, Lane & Thomas, 2010).

The conceptualisation of confidence in a sporting context has drawn predominantly upon the two theories underpinned by a social-cognitive perspective. Firstly Badura's (1997) self-efficacy theory that defines self-efficacy as a belief in ones capability to plan and execute a task proficiently and secondly Vealey's definition contextualising sports-confidence as an individual's belief in their ability to perform and execute tasks in sport. Both theories share commonalities in their philosophies of Affect Cognition Behaviour, whereby appraisal and evaluation influences beliefs and actions.

Bandura described 6 sources of information that underpin efficacy; enactive mastery experience, vicarious experience, verbal persuasion, imaginal experience, perception of emotional and physiological states. Sports confidence has been identified as the most important psychological factor influencing sports performance (Vealey and Chase, 2008).

Progressing on from the original dichotomy of state and trait confidence models, Vealey (1998) presented sports confidence as a global, multidimensional characteristics; recognising the influence of socio-cultural, personal and organisational factors on an individuals' sports confidence and categorising the determinants (sources) of confidence in to 3 broad categories of achievement, self-regulation and sociocultural.

Achievement determinants of sports confidence were those including mastery and demonstration of ability. Self-regulatory determinants included athletes' perception

of physical and mental preparation and self-presentation; social culture determinants include social support, coach leadership, environmental and situational favourableness (Vealey, 2001). This model was developed to act as a practitioner guide to developing sports confidence interventions for use with athletes. To enhance the effectiveness of such interventions further research sought to examine the importance and predictive nature of the determinants relative to sports performance outcomes.

The participation in modern sports is influenced by various physical, physiological, sociological and psychological factors. During training, besides good physique and fitness of the athlete, main emphasis is laid on the development of various types of skills involved in the game as well as on teaching the strategies, techniques and tactics of the game. Until recently, the coaches have been paying inadequate attention to the social and psychological factors which although have been proved to contribute to performance in events in the higher competitive sports. It is only recently that sports administrators and coaches have realized the importance of the psychological preparation and training of players to enable them to bear the strain and stresses inherent in sports participation.

So, now the sports trainer and coaches have started giving more importance to the psychological conditioning or the building the mental make-up of the players before their contents in the national and international competitions.

The aim of higher sports in this age of competition is to win in international meets or to attain peak performance in competition. And it is on this factor that the coaches try to concentrate. In order to reach the target and accomplish the social expectation the players also work hard, ignoring their comforts in their daily lives and practice for many hours a day. Unless the players are prepared mentally and

psychologically for the contest, they are not able to achieve the desired results. The psychological training has to be provided to the players by the coaches to face stressful situation occurring during the competition.

The purpose of the study was to study the influence of physical fitness and psychological factors on the performance of collegiate men football players of Kalaburagi District, Karnataka State.

Statement of the problem:

Influence of Physical fitness and Psychological factors on the performance of collegiate men football players of Gulbarga University.

Objectives of the study:

1. To study the effect of physical fitness on the game proficiency and accuracy of goal kicking performance of football players.
2. To study the influence of self confidence on the game proficiency and accuracy of goal kicking performance of football players.
3. To assess the role of achievement motivation on the game proficiency and accuracy of goal kicking performance of football players.
4. To find out the difference between different football players groups on the game proficiency and accuracy of goal kicking performance.
5. To find out relationship between the physical fitness and game proficiency and accuracy of goal kicking performance among football players.
6. To find out relationship between the psychological factors and game proficiency and accuracy of goal kicking performance among football players.

Hypothesis of the study:

1. There would be significant effect of physical fitness on the game proficiency and accuracy of goal kicking performance of football players.
2. There would be significant influence of self confidence on the game proficiency and accuracy of goal kicking performance of football players.
3. There would be significant role of achievement motivation on the game proficiency and accuracy of goal kicking performance of football players.
4. There would be significant difference between two experimental groups on the game proficiency and accuracy of goal kicking performance.
5. There would be significant relationship between the physical fitness and game proficiency and accuracy of goal kicking performance among football players.
6. There would be significant relationship between the psychological factors and game proficiency and accuracy of goal kicking performance among football players.

DEFINITIONS OF THE TERMS

Achievement Motivation

Achievement motivation behavior has been found to be rewarding in competitive sports. It is a force that engages an athlete in tasks, which are challenging and hard to attain. Sports and physical activity are generally achievement oriented. Personal success in team and individual events can be evaluated against specific standards.

The sports performance can also be increased due to other factors like self-confidence and achievement motivation and better living conditions. A sportsman with high level of confidence may display prominent increments in his performance.

Similarly, an athlete with achievement motivation may achieve greater success in his performance. Thus sports performance can be a combined effect of all such factors.

Self confidence

Self confidence is an attitude, which all individuals have positive yet realistic views of themselves and their situations. Self confidence people trust their own abilities have a general sense of control in their lives and believe that, within reason, they will be able to do what they wish, plan, and expect.

Like self esteems, self confidence refers to individual's perceived ability to act effectively in a situation to overcome obstacles and to get things goes all right. Hence self-confidence is believed to increase one's performance. The higher level of confidence generates enthusiasm for the given activity. It is the variation in confidence that makes differences in performance of sports activity. Therefore studying the influence of confidence assumes importance.

Concept of performance

The nature of sports performance has been insufficiently explored because sports performance is a complicated multi-dimensional process of tackling a sports task. Its exploration further needs an integrated effort on the part of various science disciplines theory and methods of specific sports.

Inter-Collegiate Athletics

Inter-Collegiate Athletics is a sports competition and participation in sports activities by sportsman/sportswoman (athletic events) between various colleges.

2. REVIEW OF RELATED LITERATURE

Junge A (2000), It is hypothesized that players of different levels of play might differ not only in their football skills but also in their way of playing football and with respect to psychological factors such as concentration, reaction time, or competitive anxiety. The psychological characteristics of a player might influence his way of playing football (in particular with respect to fair play) and also his risk of injury. A group of 588 football players were studied by questionnaire; additionally, reaction time tests were performed. Psychological characteristics were assessed by three established self-evaluation questionnaires: the Athletic Coping Skills Inventory, the State Competitive Anxiety Test, and the State-Trait-Anger-Expression-Inventory. Football-specific characteristics that were investigated included playing experience and positions played, style of play, number of training hours and games, as well as aspects of fair play. Reaction time was tested twice: without the influence of physical exercise and immediately after a 12-minute run. A significant reduction in reaction time was observed after physical exercise. In high-level players, the reaction time immediately after the 12-minute run was significantly shorter than it was in low-level players. The questionnaire answers given regarding fair play clearly indicated that fair play is not paid sufficient respect. The relationship between psychological characteristics and attitudes toward fair play was analyzed and discussed.

S. Chandrasekaran and B. Chittibabu (2014), The purpose of the study was to compare the SAI Hockey Skill Test between the hockey players of C.B.S.E and State board schools of Kashmir. The subjects selected for this study were 100 hockey players of two Board schools of Kashmir. Out of 100 hockey players 50 players were selected

from five C.B.S.E schools and 50 players were selected from five State board schools, from each school 10 hockey players were selected for this study. The age of these players were ranged between 12 to 14 years. The criterion variables selected for this study were the three test items of SAI hockey skill test. Comparison of SAI hockey skill test between the hockey players of C.B.S.E and state board independent *t* ratio was applied. The result of the study showed that shooting in the target and moving with the ball showed significant difference between C.B.S.E and State board ($p < 0.05$). In contrast, balancing the ball on the stick showed no difference between the groups ($p > 0.05$). It is concluded that C.B.S.E school boys better skills in hockey than state board school boys.

Keywords: Hockey skill test, school, state board, C.B.S.E

Harson had conducted a test to determine the relationship of selected physical fitness variables (speed, power, cardiovascular endurance and agility) to performance in basketball players from the professional college of physical education as subjects and administered the AAPHER physical fitness test to collect the data pertaining to the selected physical fitness variables. The result of the study of the study revealed that the agility cardiovascular endurance and power correlated significantly obtained value 0.7, 0.55 and 0.52 respectively; whereas speed did not show relationship to performance (obtained value is 0.08).

Mc Carthy and Kelly conducted a study on aggression, performance variables and anger self-report in ice hockey players. This study partially replicated a former one showing a relationship between aggression and performance among hockey players. With certain penalties used as a measure of aggression, two groups of male college ice

hockey players were compared for differences in goals and assist those rated high in aggression. The direction of differences in assists was the same but did not reach significance. When the same groups were compared for shots on goals, significant differences were found, favoring the high aggressive group. This finding was discussed in light of energy output and efficiency. Attempts to relate performance and personality measures were not successful when comparisons on a self-report measure of anger were analyzed.

Samuel Sabre conducted a study on comparative analysis of selected physical and psychological characteristics of men soccer players playing at different field positions. For the purpose of the sudy 120 soccer men players who participated in the South Zone All India Inter University competition were selected as subjects. The following physical variables namely speed, power, endurance and following psychological variables namely anxiety. Self-confidence, aggression, co-operation and cohesiveness were chosen. To conduct the study different field positions were taken namely goal keeping. Full backs, half backs and forwards. To collect the data on the above said variables, standard tests were used and standard questionnaire were also used. One way analysis of variance technique was used to compare the different variables chosen. The following conclusions were drawn from the study. There was no difference among the players at different field position in speed level. Full back men soccer players were having more power than the other field positions. There was no difference among 52 the players in the anxiety level. There was no difference among the players in the self confidence level and there was no difference among the players in the aggression level.

Schutz conducted a study on academic achievement and involvement in hockey a post-hoc longitudinal study. Academic achievement, absenteeism and athletic involvement (hockey) data were collected on 484 boys throughout British Columbia. School and minor hockey records were used to obtain longitudinal data for each boy from Grade I until high school graduation or school withdrawal. Results indicated that hockey players exhibit less school absenteeism than non hockey players, but are not different with respect to grade point averages. Hockey players, at the juvenile level or lower, tend to attain a slightly higher grade point average during the years they are playing hockey in comparison with their academic achievement during the years they are not playing hockey. Of the hockey players with lower than average I.Q.'s those who exhibit poor achievement tend to drop out of hockey earlier than those who have average or above average grades.

3. METHODOLOGY

The sample:

Keeping the objectives in view, the following research design would be adopted. The total 240 football player's samples will be drawn for the study from various degree colleges of Gulbarga University ranging between 18-25 years of age. The sample design as under:

Sample Design:

Category	Groups	Football Players	Total
Men	Low Physical fitness Low Self confidence Low Achievement Motivation	120	360
	High Physical fitness High Self confidence High Achievement Motivation	120	
	Control Group	120	

Tools:

The following tools and tests will be used.

1. Mahesh Bhargava's Achievement Motive Test.

The present test is intended to measure the N Ach score of the person. It is based on the lines following the pattern of Bishwanath Mukherji and the method of Sentence Completion Test. The test consists of 50 items of incomplete sentences/item/which are to be completed by the subject by putting a check-mark on any one of the three alternative responses given against each item. The subject are instructed about what they have to do and are required to check the item by choosing one of the alternative responses which indicate his/her true feelings with respect to the point asked through a

particular item. It is expected and believed that the subject who is engaged in the process of checking the item would consider all the possible aspects which may be thought of about the item at that time. Thus, his/her check on the alternative responses (which he/she chooses so) would indicate his/her true feelings. In this way all the items are to be checked indicating his/her responses on the whole test. Another special feature of the test is that items are repeated more than once in order to know the level of consistency with which the subject is answering the test. Similar responses on similar test items indicate the consistency in responding to the test. This has been done so as to avoid the time interval gap effect which is usually present where test, retest is done allowing a time gap. Care has been taken to cover as many aspects as are conveniently permissible and possible from administration point of view. The usual time which is needed for administering the test is 30 minutes including the time needed for giving the instructions to the subjects.

2. Self Confidence Questionnaire (SCQ-1975).

The self confidence questionnaire (SCQ) developed by Basvanna. The questionnaire consists of 100 items. The odd-even (split-half) reliability co-efficient calculated by Spearmen Brown formula was fond to be 0.904.

3. Physical Fitness tests:

The following tests will be used;

a) Speed
b) Agility
c) Balance
d) Strength
e) Flexibility

The above tests will be done as per standard procedure and norms.

4. McDonald Soccer Skill test (1951):

This skill test constructed for college men, junior varsity and varsity soccer players as subjects, for the purpose of predicting game proficiency. The test consists of kicking a soccer ball at a kickboard 11 ½ feet in height by 30 feet long from a distance of 9 feet in front of the kickboard. The score is the number of volleys performed in a thirty-second period. The validity coefficient of the test ranged from 0.63 to 0.94. However, the test with a nine feet retraining distance provided the highest validity coefficient and is in common use for soccer skill testing.

5. AFL Combine Goal kicking Test:

This is a test of Australian Rules football goal kicking skill test, and was added in 2012 to the Australian Rules Football (AFL) draft combine. This goal kicking test was developed by retired Bulldog Brad Johnson, and assesses a player's ability to kick accurately from set shots, tight angles and on the run.

Purpose: Provide analysis of football kicking accuracy under different conditions.

Equipment required: Grass or Mud field with goal posts, footballs, measuring, marker cones, and stopwatch.

Procedure: This test assesses a player's ability to kick accurately from set shots, tight angles and on the run. Players have five shots at goals - two set shots from 35m out in either pocket, two snaps from 20m in front off each foot and a running shot from 40m out directly in front. Players will have to kick with left and right feet, and need to complete the test in 70 seconds.

Statistical methods:

The following statistical methods would be employed,

1. Descriptive statistics.
2. t-test.
3. r-test.
4. ANNOVA.

4. ANALYSIS OF DATA AND INTERPRETATION OF RESULTS:

The analysis of data and interpretation will be done based on the statistical results and findings. Further the comparisons are discussed as per the findings of the study.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS:

This chapter includes the total summary of present study and conclusions were drawn based on the findings. Further the recommendations were made for the future studies and records of data.

BIBLIOGRAPHY:

This section includes the references related to present study from Books, Articles, Journals, Magazines, Ph.D and M.Phil thesis etc.

APPENDIX:

This section includes data records, pictorial records from a large repertoire of photographs available with different sources that were found relevant to different occasions. The published materials in the News Papers, Sports Magazines and Books etc.

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TIME FRAMEWORK

- Introductory and Review of related literature: 3 months.
- Data collection: 10 months.
- Writing of two research related articles : 2 months.
- Analysis of data and writing of synopsis and thesis : 7 months.
- Corrections of thesis : 1 month.
- Binding of thesis and submission : 1 month.